PHILANTHROPY NOTES

- **Lewis and Clark: $5.5-million in trusts**
- **UCLA: $2.4-million to the medical school**
- **Irvine: $6.2-million for its laser institute**
- **U. of Minnesota: $3-million for art museum**

Lewis and Clark College has received the largest gift in its 123-year history, $5.5-million from Barbara Hirschi Neely, a long-time supporter of the college.

The gift, which is in charitable trusts created over the last 25 years by Mrs. Neely and her late husband, Paul T. Neely, will endow the Barbara Hirschi Neely Memorial Scholarship Fund. College officials said the details of the program had not been completed, but the fund would probably earn $330,000 a year and provide 65 students with an average of $5,000 a year in financial assistance.

Mrs. Neely died on January 1 at age 97. Her family's wealth came from the discovery of oil on its farm near Wichita Falls, Texas.

According to Glenn Gregg, the treasurer of the college, she and her husband became associated with Lewis and Clark through the Presbyterian Church, to which they belonged and with which the college is affiliated.

—PETER MONAGHAN

■

The Revlon Foundation has given $2.4-million to the school of medicine at the University of California at Los Angeles to support a research and treatment program for women with cancer.

The program, known as the Revlon / U.C.L.A. Women's Cancer Research Program, aims to develop diagnostic and therapeutic approaches that will help treat women with breast and ovarian cancer—the two types of cancer that account for one-third of all cases in which the disease occurs in women.

The Revlon funds, distributed over three years, will also establish fellowships and a grants program designed to stimulate research in the field of women's cancers.

The New York–based Revlon Foundation, created by Revlon Inc., the cosmetics company, has earmarked many of its philanthropic donations for higher education and women's groups.

—CHARLES J. HARTLEY

■

The UCI Beckman Laser Institute and Medical Clinic at the University of California at Irvine has received a $6.2-million donation from the Arnold and Mabel Beckman Foundation.

One of the largest contributions in the university's history, the gift will provide $5.2-million for the institute's research endowment. An additional $1-million completes a pledge made last year to support new laser-scientist positions.

The institute has been involved with, among other things, laser studies in genetics, detection and treatment of cancers, and the development of advanced laser technologies. It is also one of the few facilities in the world to combine advanced laser research and clinical treatment.

Mr. Beckman, who in 1982 helped found the institute with a $2.5-million donation, is founder and chairman of Beckman Instruments Inc., a manufacturer of medical and laboratory equipment. With the new gift, Mr. Beckman and the foundation have contributed more than $11-million to the laser institute since its inception.

—C.J.H.

■

A Los Angeles multi-millionaire has donated $3-million to the University of Minnesota to help build an art museum on its Minneapolis campus.

The contribution, by Frederick R. Weisman, was a significant breakthrough in the university's effort to build a museum, which would be the Twin Cities' fourth major art facility.

The university has collected an additional $1-million for the project, and will match those donations with a $4-million contribution of its own. In all, the university hopes to raise $12-million for the facility.

The museum, which will carry the Weisman name, will house the university's 12,000-piece art collection, plus at least $1-million worth of contemporary art that Mr. Weisman will lend from his collection and eventually donate to the university. Construction of the museum is scheduled to be completed in 1993.

Mr. Weisman attended the university for one year in the 1930's. In 1970 he founded the Frederick Weisman Company, which has major subsidiaries in car importing, computers, insurance, and real estate.

—C.J.H.

Elementary, Secondary Schools Gaining Larger Share of Companies' Gifts

Continued from Page A1

short of characterizing the shift in corporate philanthropy as a negative development for colleges and universities.

"The trend is definitely there, but whether it's coming at the expense of higher education, I can't really say," said Arnold R. Shore, the council's president.

Mr. Shore and others at the council said that while the figures clearly showed the increased level of businesses' concern for pre-college education, the amount of corporate money directed to the schools was still relatively small. In the survey, 356 companies reported giving $51.5-million for pre-college education, compared with $373.8-million to colleges and universities. From those figures and other sources of information, the council estimates total corporate giving to education by all American companies.

The council officials also noted that the increased attention to pre-college education had come as colleges were receiving a greater amount of private support from all sources. Early indications from another annual survey by the council show that colleges recorded a 7-per-cent increase in giving from individuals, foundations, and corporations in 1988-89.

"Colleges are doing significantly better than last year," said David R. Morgan, director of research at the council. "They're still seeing an increase."

The survey on corporate giving, which the council conducts each year with the Conference Board, shows that overall business donations to education grew modestly in 1988, reaching an estimated total of $2.1-billion. Total corporate giving to all causes rose to an estimated $4.8-billion. As in previous years, education continued to receive the majority of company contributions, or 43 per cent. (A complete report on corporate charitable giving to all causes will be released in the spring by the Conference Board.)

Yet the rate of growth—3.2 per cent—is much lower than in previous years, when companies increased their charitable budgets by as much as 22 per cent. The council said it expected corporate giving to remain steady for 1989 and 1990.

College Officials Frustrated

The new survey provides the first hard evidence of what college fund raisers have been observing for a few years: Many major corporations, hoping to address chronic and widespread problems in the schools, have started to redirect their educational dollars to pre-collegiate projects. This fall, for example, the Coca-Cola Foundation and RJR Nabisco Inc. announced that they would commit large portions of their philanthropic budgets to support elementary and secondary schools (*The Chronicle*, November 8, 1989).

In announcing its grant-making plans, Coca-Cola said it was also interested in higher education. But several companies that have focused on education appear to be interested only in secondary schools, a trend that has frustrated some college officials, who cite many important needs on their campuses. They fear competition from yet another charitable group, although some college administrators have pointed out that many corporate-sponsored projects involve collaboration between schools and colleges, and that the burgeoning corporate interest represents an opportunity, not a threat, for colleges.

Carole B. Whitcomb, president of the Associated Colleges of Illinois, a group that raises money for private colleges in the state, said she did not believe the shift in corporate support was troublesome for colleges. It was an "expectable" development, she said. "We are all concerned about the problems in the schools, and we're finding that colleges themselves are getting into the pre-college act," Ms. Whitcomb said.

Data From 356 Companies

The survey was based on information from 356 companies. In previous years, as many as 409 companies provided information for the survey. A complete picture of corporate giving to education, Mr. Shore said, would include information from more companies. The council is trying to encourage more to participate in future surveys, he said.

The complete report of the survey, "Corporate Support of Education 1988," will be available in mid-February from the Council for Aid to Education, 51 Madison Avenue, Suite 2200, New York 10010.■

Penn State Official to Head Johns Hopkins

Continued from Preceding Page

cutting the university's arts-and-sciences faculty by 10 per cent—is intended to reduce the deficits in some of Johns Hopkins's academic divisions. Other parts of the university, such as the medical school, typically have surpluses, and they will provide some revenues to reduce the deficits in other divisions. Johns Hopkins operates under a decentralized system in which individual divisions are responsible for their own budgets.

Need for Strategic Planning

Mr. Richardson called the five-year plan "a cornerstone" for how the university will approach budget issues, but he added that "it is not an academic plan" for the future. One of his highest priorities, Mr. Richardson said, will be to develop a strategic-planning process for Johns Hopkins that will increase the amount of contact between the university's divisions.

To that end, he suggested the possible creation of a "faculty interdivisional council" made up of elected representatives from faculty councils in each of the divisions.

The new president may also make changes in the way the institution is managed. Mr. Richardson said he favored a team-management approach in which the president, the chief financial officer, and the chief academic officer work together. "That seems to me to be a productive way to go," he said, adding that "it's somewhat different from the way Hopkins has been organized in the last 20 to 25 years."

Mr. Richardson will be in a position to help assemble a new team of top administrators. The university's provost, John V. Lombardi, is leaving to become president of the University of Florida.

In addition, the deans of the Schools of Medicine and Public Health are retiring from their administrative posts. Mr. Richardson will participate in the search for their successors.

Mr. Richardson has been provost and executive vice-president of Penn State since 1984. Prior to joining Penn State, he served as graduate dean and vice-provost for research at the University of Washington.

He received his doctorate from the University of Chicago's Graduate School of Business and is a member of the Institute of Medicine of the National Academy of Sciences.

In selecting Mr. Richardson, trustees at Johns Hopkins also appointed him to a tenured position as professor of health policy and management in the School of Public Health. —DENISE K. MAGNER

Corporate Gifts to Education

	Total corporate contributions	1-year change	As per cent of pretax net income	As per cent of all giving by corporations
1977	$665,000,000	+18.8%	0.33%	37.1%
1978	780,000,000	+17.3	0.33	37.4
1979	880,000,000	+12.8	0.34	38.5
1980	980,000,000	+11.4	0.41	41.5
1981	1,090,000,000	+11.2	0.48	43.4
1982	1,250,000,000	+14.7	0.74	43.0
1983	1,525,000,000	+22.0	0.73	42.0
1984	1,700,000,000	+11.5	0.71	41.9
1985	1,875,000,000	+10.3	0.84	41.9
1986*	1,950,000,000	+ 4.0	0.88	41.9
1987*	2,050,000,000	+ 5.1	0.77	44.1
1988*	2,100,000,000	+ 2.4	0.68	43.8

Allocations From 356 Corporations in 1988

	Amount	Percentage of total
Higher education		
Unrestricted operating, capital, departmental, research, and student-aid grants and grants via consortia	$275,545,000	47.2%
Matching gifts *	98,231,000	16.9
Subtotal	373,776,000	64.1
Pre-college education		
Public and private school support and other	41,590,000	7.1
Matching gifts *	9,953,000	1.7
Subtotal	51,542,000	8.8
Other educational programs		
Education-related organizations	55,874,000	9.6
Scholarships and fellowships	43,681,000	7.5
Other	58,579,000	10.0
Subtotal	158,134,000	27.1
Total allocated	583,452,000	100.0
Unallocated	31,634,000	
Total	**$615,086,000**	

* Estimate

SOURCE: COUNCIL FOR AID TO EDUCATION

Note Book

Fifty students taking a course called "The American Census" this semester at Carnegie-Mellon University will get a first-hand look at the 1990 census as paid participants.

It is still unclear what role the students will play in the census-taking, which starts this spring. But university officials say they may survey homeless people, help publicize the census, or serve as official enumerators in Pittsburgh neighborhoods. Enumerators walk from door to door or use the telephone to reach people who fail to return their census forms by mail.

The students will learn that the census determines the number of seats each state has in the U.S. Congress and that it helps set the amount of federal money state and local governments receive. The census is taken every 10 years.

■

Cindy Brickman had never been away from home without her parents before she enrolled at the State University of New York College at New Paltz last academic year. Faced with the prospect of spending her first weekend at the institution, Ms. Brickman went to the residence-life office and cried for two hours.

Ms. Brickman now helps other students at the university cope with homesickness. As part of a new program the institution started last spring, the residence-life office matches homesick students with student counselors.

"Most students feel alone—that nobody understands what they are going through," says Karen L. Pennington, associate dean of student affairs at the university. "They are frightened by the newness of going to college, and the older students can help them by introducing them to new people and inviting them to dinner and other activities."

Ms. Pennington says homesick students generally cry a lot, stay in their rooms, and try to arrange frequent trips home. Some eventually leave college.

"They are not making the break from home to college," says Ms. Pennington.

Of the 15 homesick students who participated in the counseling program last spring, only two decided to leave New Paltz.

■

A chemical with the odor of skunk oil is being sold in the student store at the University of California at Los Angeles as a defense against sexual assault.

The small capsule of liquid, called Rapel, can be worn in clothing and punctured in the event of an assault, presumably repelling the attacker.

Although Rapel has been available in Canada, it is being marketed in the United States for the first time, said Victoria Barackman, the California distributor. She said college students were an important potential market.

Students

More Freshmen Willing to Work for Social Change and Environmental Issues, New Survey Finds

After 15-year climb, number of students planning business careers decreased for second straight year

By SUSAN DODGE

An increasing number of college freshmen are concerned about improving the environment and are willing to work for that and a variety of other social changes, a wide-ranging survey of freshmen has found.

The survey, which is in its 24th year, was conducted jointly last fall by the Higher Education Research Institute at the University of California at Los Angeles and by the American Council on Education. It questioned more than 200,000 students enrolled this academic year at 403 colleges and universities about their academic interests, social attitudes, and goals.

Twenty-six per cent of the freshmen questioned said "becoming involved in programs to clean up the environment" was very important, compared to 15.9 per cent of those surveyed in 1986. And 86 per cent of the freshmen questioned said "the federal government is not doing enough to control environmental pollution," marking the fifth consecutive year of increasing concern about the environment.

How this year's college freshmen responded to questions about their attitudes and characteristics: Pages A33-34.

'Willing to Become Involved'

The proportion of freshmen who reported that they had participated in demonstrations in the year before they entered college reached a high of 36.7 per cent last fall. That proportion was greater than the proportion of those who reported being active in the late 1960's, according to the survey. A greater proportion of freshmen—6.3 per cent this academic year—said there was a "very good chance" that they would participate in protests while in college.

"These trends show not only that most students want more governmental action in the environmental field, but that increasing numbers of them are willing to become personally involved in the effort," said Alexander W. Astin, professor of higher education at U.C.L.A.'s Graduate School of Education and director of the survey.

A record number of freshmen, 44.1 per cent, said influencing "social values" was very important to them. In addition, almost one-quarter of the freshmen said par-

Continued on Following Page

A New Face Is Seen for Activism in 1990's: 'Pragmatic Idealism'

By MICHELE N-K COLLISON

EUGENE, ORE.

As a boy, B. Trevor Dick wandered through the Umatilla National Forest in eastern Oregon with his father, marveling at the 250-foot Douglas firs. Over the years, however, he began noticing that the forests were disappearing. Timber companies were cutting down the prized trees.

"It takes 1,000 years for trees to grow that size, and 15 minutes for man to cut them down," says Mr. Dick, now a senior at the University of Oregon here. "We have no right to be destroying such a precious resource."

For the last three years, Mr. Dick has been working at the Survival Center—a student-run environmental-protection group—to stop the cutting of large, old trees. This academic year, he says, an unprecedented number of students have come by to help at the center, which was formed in 1969.

"They're finally realizing that the planet is going to die if they don't do something," says Matthew P. Snider, a senior at the university who is a co-director of the center.

While many critics dismissed college students of the 1980's as greedy, materialistic, and apathetic, students themselves say they are changing. They say student activism in the 1990's will be stronger than in recent decades, and will have a different face.

Learning About the 60's

The parents of today's students came of age in the turbulent 1960's, and many have told their children about that decade's protests and rallies. But their children—the students of the 1990's—are more likely to negotiate and collaborate than to demonstrate, say faculty members and administrators. They add that students now are quick to enlist the aid of legislators and are savvy about attracting press attention. Raised in an age of explosive creation of electronic gismos, many student activists employ

Continued on Page A35

Boyer Sees Lower Quality of Campus Life, Erosion of Sense of Community

By ROBIN WILSON

WASHINGTON

An anything-goes moral code among students and a breakdown in their traditional relationship with faculty members have combined with mounting racial tensions to diminish the quality of campus life and erode the sense of community at many institutions.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, delivered that message last week to about 900 college presidents and other officials gathered here for the annual meeting of the American Council on Education.

Mr. Boyer described today's campuses as places where students drink to excess and become so unruly that they sometimes commit violent crimes; where undergraduates are more intent on earning good grades than on learning for learning's sake; and where most students are so busy working to pay their tuition that they have no time for campus activities. He described campuses where presidents worry that racial tensions are ready to explode, and where students feel their personal problems are of little interest to faculty members.

"We are providing the services and credentials to students and, of course, there is education going on," Mr. Boyer said of colleges and universities. "But there is this feeling that what holds it all together, that the inspired sense of what an institution is in an integrated way, is losing ground. Student apathy, alcohol abuse, and even racial and ethnic divisions and acts of incivility weaken the integrity of many institutions and limit their ability to function as vital communities of learning."

"Student apathy, alcohol abuse, and even racial and ethnic divisions and acts of incivility weaken the integrity of many institutions."

Mr. Boyer based his speech, and a lengthier text that accompanied it, on a year-long study by the Carnegie Foundation. A report on the study, entitled "Campus Life: In Search of Community," is to be released in March.

500 Presidents Surveyed

The study included a survey, administered by the American Council on Education, of 500 college presidents. According to Mr. Boyer, more than 90 per cent of the college presidents surveyed said strengthening the sense of community at their institutions was important. The presidents ranked students' unwillingness to participate in campus activities as their institutions' No. 1 problem. About 65 per cent of the presidents said more interaction between faculty members and students would improve campus life.

In addition, about two-thirds of the presidents said alcohol abuse by students was a serious problem. Among presidents of the nation's largest institutions, 66 per cent said theft was a concern. About 85 per cent of the presidents of large universities said a new statement on civility and respect for

Continued on Following Page

More Freshmen Willing to Work for Social Change

Continued from Preceding Page
ticipation in community-action programs was very important.

Increasing percentages of students also said "helping to promote racial understanding" and "influencing the political structure" were important.

End of a 15-Year Climb

At the same time, fewer freshmen this academic year said they were interested in careers in business. After a 15-year climb, the number of students planning business careers decreased for the second straight year, to 21.8 per cent of last fall's freshmen.

The proportion of students who said it was "very important" or "essential" for them to "be successful in my own business" also declined, as did the percentage of students selecting business as an academic major. Those who said being "very well off financially" was important dropped slightly in this academic year—to 73.4 per cent, from 75.4 per cent in 1988.

The increasing interest in social issues and the slight decline in those planning on business careers could signal a departure from the "me generation," some college officials say. For most of the 1980's, college administrators and faculty members complained that students were too concerned with choosing majors that would help them secure high-paying jobs and purchase expensive homes and cars.

Some administrators, however, say it is not yet clear that a shift is under way, and they do not report a perceptible change in attitudes among students. "There has not been a decrease in the number of students who come in and say they want to get a job and try to make a lot of money," says Moses Turner, vice-president for student affairs at Michigan State University.

"There has not been a decrease in the number of students who come in and say they want to get a job and try to make a lot of money."

Some administrators say the declining interest in business could be the result of the strict academic standards that many colleges set for undergraduate business majors and for those attending graduate business school. The decline in the number of business majors might also simply be part of a natural leveling-off, they say.

In other measures of student attitudes, the survey found that the freshmen's support of abortion rights had increased dramatically. Nearly 65 per cent of those questioned said they supported a woman's right to choose an abortion, up from 57 per cent the year before.

Mr. Astin said the "abrupt change" in just one year might have reflected students' concerns about recent action taken by the Supreme Court, which last year decided to allow states to determine whether to limit abortion.

The freshmen appeared to be willing to have lawmakers and other authorities step in when it comes to issues such as crime and drug use. In response to a question asked for the first time last fall, 78.2 per cent of the students said they favored increased government efforts to control handguns. And fewer students than in previous years said they opposed the death penalty.

'Leave Me Alone'

The survey also found that an increasing proportion of students thought "employers should be allowed to require drug testing of employees and job applicants." In addition, the proportion of students who said "marijuana should be legalized" reached an all-time low of 16.7 per cent.

"They're saying, 'Leave me alone' on the one hand, and they don't want to be governed so tightly," Mr. Turner says of students' feelings about abortion rights. "But, on other issues, they expect the government to be intrusive."

Following are other findings of the survey:

- The number of freshmen who said they had drunk beer in the last year dropped to 60.3 per cent, down from 65.3 per cent in 1988 and 75.2 per cent in 1981. Freshmen who said they had drunk wine or liquor dropped to 60.7 per cent, down from 66.7 per cent in 1988.
- The proportion of freshmen who reported feeling overwhelmed during the past year declined slightly—to 19.2 per cent, from 21.5 per cent the year before. The percentage of students who said they felt depressed during the past year also dropped.
- A record-high proportion of students—26.5 per cent—predicted that they would need remedial work in mathematics.
- The proportion of students who said they had visited a museum or art gallery in the previous year fell to 54.9 per cent, down from 71.4 per cent in 1967.
- A record-high proportion of students—59.6 per cent—said they planned to go to graduate or professional schools to earn advanced degrees, up from 48.8 per cent in 1980. ■

Boyer Sees Lower Quality of Campus Life, Erosion of Sense of Community

Continued from Preceding Page
others would help improve the campus community.

Mr. Boyer said campus life had changed dramatically since the 1960's, when colleges responded to student protests by throwing out strict rules governing student behavior. He urged institutions to develop new frameworks on which administrators could base decisions about students' conduct.

"There was a time when college leaders felt responsible not only for the nurturing of the students' intellectual life, but for the guardianship of their morality as well," said Mr. Boyer. "The problem today is that while rigid rule making has been abolished, no theory of campus governance has been discovered to replace it. What we do need is a new theory of campus governance—a set of agreed-upon standards to guide the conduct of all members of the community and give direction to the institution over all."

Mr. Boyer recommended that colleges establish orientation programs that encourage undergraduates to focus less on required courses and good grades and more on developing "a coherent view of knowledge and a more integrated view of life."

He also suggested that institutions sponsor campuswide discussions on a variety of topics and link students with faculty advisers on a long-term basis. He said students should be encouraged to "relate their learning to the realities of life" by participating in community-service programs.

'A Lot of Competition'

College presidents and other campus officials generally concurred with Mr. Boyer's findings, and they acknowledged that it would be difficult to mend their campuses.

"Students today are bent on being successful—collecting their green stamps for a diploma to get a job," said James J. Whalen, president of Ithaca College. "In the process, there is not civility or concern. There is a lot of competition."

Students' values are usually established before they reach college, Mr. Whalen said. "By the time students get to college, we're into remediation in terms of character structure, and I think it's very late in the game to be making changes," he said.

David W. Breneman, who from 1983 until last year was president of Kalamazoo College, said the widening gap between students and faculty members had become a primary problem on campuses.

"There is a real distance between students and faculty that I don't remember from my days in college," said Mr. Breneman, who is now writing a book on the future of private liberal-arts colleges.

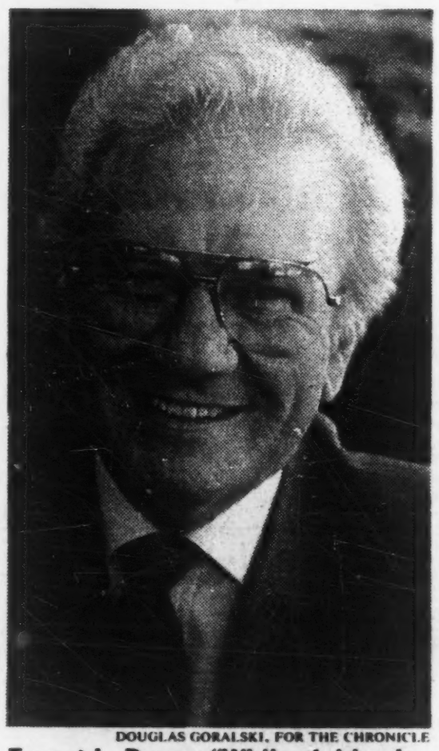
"The adults have abandoned the kids," he said. "Very few colleges have genuine adults serving as dorm or resident advisers. And I think you can be on a typical college campus on a weekend and have no adult presence."

Chester E. Finn, Jr., professor of education and public policy at Vanderbilt University, said he agreed with Mr. Boyer's assessment of the quality of campus life. But he said dramatic steps would be needed to improve conditions.

'Incentives and Obligations'

Universities that want faculty members to be more accessible to undergraduates, Mr. Finn said, could require faculty members to live within 10 miles of their campuses. He also suggested that universities reduce tuition for students who participate in on-campus activities, and that students be able to earn extra credit for community service.

"I increasingly believe that if you wish to alter institutional and individual behavior, you have to deal with institutional and individual incentives, requir[illegible]s, and obligations," said Mr. [illegible]. "People don't very often change because it would be good if they were different." ■



DOUGLAS GORALSKI, FOR THE CHRONICLE

Ernest L. Boyer: "While rigid rule making has been abolished, no theory of campus governance has been discovered to replace it."

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FACT FILE: Attitudes and Characteristics of This Year's Freshmen

Age on December 31, 1989:

16 or younger	0.1%
17	2.4
18	71.6
19	21.1
20	2.1
21-24	1.4
25-29	0.6
30-39	0.6
40-54	0.2
55 or older	0.0

Racial/ethnic background:

American Indian	0.9%
Asian-American	2.9
Black	9.2
Mexican-American	1.4
Puerto Rican-American	0.8
White	84.3
Other	2.1

Average grade in high school:

A or A+	10.4%
A−	12.8
B+	18.8
B	25.8
B−	14.4
C+	11.1
C	6.3
D	0.3

Year of high-school graduation:

1989	93.4%
1988	2.8
1987	0.7
1986 or earlier	1.8
H. S. equivalency (G. E. D. test)	1.1
Never completed high school	0.2

Have had remedial work in:

English	5.6%
Foreign language	4.5
Mathematics	10.4
Reading	5.3
Science	4.7
Social studies	4.1

Will need remedial work in:

English	11.3%
Foreign language	9.9
Mathematics	26.5
Reading	4.9
Science	10.0
Social studies	3.2

Current religious preference:

Baptist	15.4%
Buddhist	0.3
Congregational	1.1
Eastern Orthodox	0.7
Episcopal	2.5
Islamic	0.4
Jewish	2.7
Latter Day Saints	0.3
Lutheran	6.4
Methodist	9.8
Presbyterian	4.8
Quaker	0.2
Roman Catholic	33.6
Seventh-Day Adventist	0.4
Other Protestant	5.0
None	11.3
Other	5.1

Born-again Christian:

Yes	27.0%
No	73.0

Residence planned during fall term:

With parents or relatives	29.5%
Other private home or apartment	7.4
College dormitory	58.9
Fraternity or sorority house	0.5
Other campus housing	3.0
Other	0.7

Residence preferred during fall term:

With parents or relatives	14.2%
Other private home or apartment	33.6
College dormitory	36.8
Fraternity or sorority house	6.7
Other campus housing	6.1
Other	2.5

Miles from college to home:

5 or less	8.1%
6 to 10	9.1
11 to 50	26.8
51 to 100	15.9
101 to 500	29.7
501 or more	10.4

Father's occupation:

Artist (including performer)	0.8%
Businessman	29.7
Member of clergy or religious worker	1.0
Engineer	7.7
Farmer or forester	2.9
Lawyer	1.6
Military career officer	1.8
Physician or dentist	2.2
Other health professional	1.3

Father's occupation: (Continued)

Research scientist	0.5%
Teacher or administrator, college	0.9
Teacher or administrator, elementary school	0.9
Teacher or administrator, secondary school	3.6
Worker, skilled	10.3
Worker, semi-skilled	4.7
Worker, unskilled	3.2
Other occupation	24.5
Unemployed	2.3

Father's education (highest level):

Grammar school or less	3.4%
Some high school	7.5
High-school diploma	27.7
Postsecondary other than college	5.1
Some college	14.6
College degree	21.7
Some graduate school	2.5
Graduate degree	17.6

Mother's occupation:

Artist (including performer)	1.5%
Businesswoman	14.3
Member of clergy or religious worker	0.2
Clerical worker	11.2
Engineer	0.2
Farmer or forester	0.4
Homemaker (full-time)	16.2
Lawyer	0.3
Nurse	7.8
Physician or dentist	0.4
Other health professional	2.0
Research scientist	0.1
Social, welfare, or recreation worker	1.4
Teacher or administrator, college	0.4
Teacher or administrator, elementary school	6.8
Teacher or administrator, secondary school	3.9
Worker, skilled	2.2
Worker, semi-skilled	3.1
Worker, unskilled	2.0
Other occupation	19.9
Unemployed	5.8

Mother's education (highest level):

Grammar school or less	2.7%
Some high school	5.7
High-school diploma	34.8
Postsecondary other than college	8.0
Some college	16.7
College degree	19.6
Some graduate school	2.9
Graduate degree	9.7

Status of parents:

Living with each other	72.3%
Divorced or separated	22.6
One or both deceased	5.1

Students estimate chances are very good that they will:

Change major field	13.3%
Change career choice	12.2
Fail one or more courses	1.4
Graduate with honors	12.6
Be elected to student office	3.4
Get a job to pay college expenses	34.7
Work full-time while attending college	3.6
Join a social fraternity or sorority	17.9
Play varsity athletics	14.6
Be elected to an honor society	7.5
Make at least a B average	41.0
Need extra time to complete degree	7.4
Get tutoring in some courses	12.6
Work at outside job	20.1
Seek vocational counseling	4.4
Seek individual counseling	3.4
Participate in student protests	6.3
Transfer to another college	11.8
Buy a computer in next 12 months	13.0
Drop out permanently	0.8
Drop out temporarily	1.1
Get bachelor's degree	68.5
Be satisfied with college	49.7
Find job in preferred field	69.5
Marry while in college	4.8

Student rated self above average or in highest 10 per cent in:

Academic ability	55.8%
Artistic ability	24.5
Competitiveness	53.6
Drive to achieve	64.1
Emotional health	56.4
Foreign language ability	30.1
Leadership ability	51.0
Mathematical ability	39.9
Physical health	58.6
Popularity	42.9
Popularity with opposite sex	41.1
Public speaking ability	29.3

Student rated self above average or in highest 10 per cent in: (Continued)

Self-confidence (intellectual)	50.0%
Self-confidence (social)	43.6
Writing ability	39.9

Number of other colleges applied to for admission this year:

None	31.3%
One	15.3
Two	16.7
Three	15.2
Four	9.0
Five	5.7
Six or more	6.9

Number of other college acceptances this year (of those with multiple applications):

None	15.8%
One	27.1
Two	23.7
Three	17.0
Four	8.6
Five	3.9
Six or more	3.8

College attended is student's:

First choice	68.9%
Second choice	22.9
Third choice	5.4
Other	2.9

Prior credit at this institution:

Yes	3.8%
No	96.2

Reasons noted as very important in selecting college attended:

Relatives' wishes	8.5%
Teachers' advice	3.8
Good academic reputation	52.8
Good social reputation	22.4
Offered financial assistance	22.8
Offered special education programs	20.3
Low tuition	21.9
Advice of guidance counselor	7.1
Wanted to live near home	19.0
Friend's suggestion	8.3
Recruited by college	3.7
Recruited by athletic department	4.7
Graduates go to top graduate schools	23.9
Graduates get good jobs	43.7
Not offered aid by first choice	5.2
Religious affiliation of college	4.3
Size of college	31.2

Highest degree planned at college attended:

None	3.7%
Vocational certificate	1.3
Associate (or equivalent)	18.1
Bachelor's	58.2
Master's	13.2
Ph.D. or Ed.D.	1.9
M.D., D.O., D.D.S., or D.V.M.	1.1
LL.B. or J.D.	0.9
B.D. or M.Div.	0.2
Other	1.4

Highest degree planned anywhere:

None	1.1%
Vocational certificate	0.9
Associate (or equivalent)	4.5
Bachelor's	32.3
Master's	37.0
Ph.D. or Ed.D.	11.7
M.D., D.O., D.D.S., or D.V.M.	5.7
LL.B. or J.D.	4.9
B.D. or M.Div.	0.3
Other	1.6

Probable major field of study:

Arts and Humanities

Art, fine and applied	2.1%
English	1.3
History	0.8
Journalism	1.4
Language or literature	0.5
Music	0.9
Philosophy	0.2
Speech	0.1
Theater or drama	0.6
Theology or religion	0.1
Other	0.7

Biological Science

Biology (general)	1.8%
Biochemistry or biophysics	0.4
Botany	0.0
Marine science	0.5
Microbiology or bacteriology	0.2
Zoology	0.3
Other	0.5

Business

Accounting	6.1%
Business administration (general)	6.5
Finance	1.9
Marketing	3.0
Management	4.5
Secretarial studies	0.9
Other	1.6

Education

Business education	0.3%
Elementary education	4.6
Music or art education	0.4
Physical education or recreation	1.1
Secondary education	1.8
Special education	0.6
Other	0.4

Engineering

Aeronautical engineering	1.5%
Civil engineering	1.1
Chemical engineering	0.7
Electrical or electronic engineering	3.0
Industrial engineering	0.3
Mechanical engineering	2.0
Other	1.6

Physical Science

Astronomy	0.1%
Atmospheric science	0.1
Chemistry	0.6
Earth science	0.1
Marine science	0.2
Mathematics	0.6
Physics	0.4
Statistics	0.0
Other	0.1

Professional

Architecture, urban planning	1.3%
Home economics	0.2
Health technology	0.9
Library science	0.0
Nursing	2.8
Pharmacy	0.9
Pre-dental, pre-medical, pre-veterinary	3.0
Therapy (physical, occupational, etc.)	2.3
Other	1.3

Social Science

Anthropology	0.2%
Economics	0.4
Ethnic studies	0.0
Geography	0.0
Political science	3.1
Psychology	4.2
Social work	1.0
Sociology	0.4
Women's studies	0.0
Other	0.3

Technical

Building trades	0.4%
Data processing, computer programming	1.0
Drafting or design	0.5
Electronics	0.4
Mechanics	0.5
Other	0.5

Other Fields

Agriculture	0.8%
Communications	2.7
Computer science	1.6
Forestry	0.4
Law enforcement	1.5
Military science	0.1
Other	1.7
Undecided	6.9

Probable career occupation:

Accountant or actuary	5.8%
Actor or entertainer	0.9
Architect or urban planner	1.8
Artist	1.7
Business (clerical)	1.1
Business executive	11.2
Business proprietor	3.4
Business salesperson or buyer	1.4
Clergy (minister or priest)	0.2
Clergy (other)	0.1
Clinical psychologist	1.6
Computer programmer or analyst	2.6
Conservationist or forester	0.6
Dentist	0.5
Dietitian or home economist	0.2
Educator (college)	0.4
Educator (elementary)	5.0
Educator (secondary)	3.2
Engineer	9.0
Farmer or rancher	0.4
Foreign-service worker	0.9
Homemaker (full-time)	0.1
Interior decorator	0.5
Interpreter	0.2
Journalist or writer	2.3
Lab technician or hygienist	0.5
Law-enforcement officer	1.1
Lawyer or judge	5.4
Military service	0.9
Musician	1.0
Nurse	2.7
Optometrist	0.2
Pharmacist	1.0
Physician	3.8
Research scientist	1.6
School counselor	0.4
School principal	0.0
Social, welfare, or recreation worker	1.3
Statistician	0.1
Therapist	2.6
Veterinarian	0.8

Career occupation: (Continued)

Skilled trades	1.3%
Other occupation	8.6
Undecided	11.6

Reasons noted as very important or essential in career choice:

Job openings generally available	70.9%
Rapid advancement possible	65.7
High anticipated earnings	72.1
Well-respected or prestigious job	66.3
Great deal of independence	68.0
Chance for steady progress	78.2
Make important contribution to society	65.7
Can avoid pressure	36.0
Can work with ideas	70.6
Can be helpful to others	76.7
Able to work with people	76.4
Intrinsic interest in field	79.5
Work would be challenging	72.9

Estimated parental income:

Less than $6,000	3.0%
$6,000-$9,999	2.8
$10,000-$14,999	4.8
$15,000-$19,999	5.3
$20,000-$24,999	7.0
$25,000-$29,999	7.0
$30,000-$34,999	9.3
$35,000-$39,999	9.0
$40,000-$49,999	12.8
$50,000-$59,999	11.8
$60,000-$74,999	10.8
$75,000-$99,999	7.2
$100,000-$149,999	4.8
$150,000 or more	4.5

Concern about financing college:

None	35.7%
Some	51.2
Major	13.1

Received any aid from:

Parents, relatives	79.8%
Spouse	1.1
Savings from summer work	54.3
Other savings	28.6
Part-time job on campus	19.8
Part-time job off campus	24.3
Full-time job while in college	2.0
Pell Grant	21.6
Supplemental Educational Opportunity Grant	6.0
State scholarship	15.0
College Work-Study	10.1
Other college grant	20.3
Other private grant	9.2
Other govt. aid (ROTC, GI, etc.)	2.5
Guaranteed Student Loan	22.7
National Direct Student Loan	2.4
Other college loan	7.7
Other loan	6.3
Other source	3.1

Received $1,500 or more from:

Parents, relatives	53.6%
Spouse	0.3
Savings from summer work	6.8
Other savings	5.4
Part-time job on campus	0.9
Part-time job off campus	1.2
Full-time job while in college	0.5
Pell Grant	5.8
Supplemental Educational Opportunity Grant	1.0
State scholarship	3.4
College Work-Study	1.0
Other college grant	8.9
Other private grant	2.2
Other govt. aid (ROTC, GI, etc.)	1.5
Guaranteed Student Loan	13.1
National Direct Student Loan	0.9
Other college loan	3.5
Other loan	3.4
Other source	1.4

Number of hours per week in the last year spent on these activities:

None:

Studying or doing homework	1.3%
Socializing with friends	0.3
Talking with teachers outside of class	6.7
Exercising or sports	4.0
Partying	13.3
Working	24.8
Volunteer work	49.6
Student clubs or groups	28.3
Watching television	4.9
Hobbies	9.2

6 or more hours:

Studying or doing homework	42.3%
Socializing with friends	76.7
Talking with teachers outside of class	15.5
Exercising or sports	48.1
Partying	32.6
Working	63.7
Volunteer work	5.4
Student clubs or groups	15.3
Watching television	31.8
Hobbies	28.0

Continued on Following Page

FACT FILE: Attitudes and Characteristics of This Year's Freshmen, Continued

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
Activities in the past year:	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Used a personal computer *	31.0%	28.0%	29.4%	23.6%	23.3%	30.3%	34.5%	29.9%	28.1%	33.1%	42.6%	28.4%	32.8%
Attended a religious service	78.7	85.2	82.2	77.9	85.5	84.8	80.7	90.7	90.0	81.3	84.4	89.9	92.5
Was bored in class	92.7	93.5	93.1	88.1	93.2	94.8	95.8	95.0	96.0	96.3	96.8	90.3	91.6
Participated in demonstrations	35.8	37.5	36.7	34.6	45.0	40.2	38.4	39.2	39.3	33.9	32.5	48.4	50.9
Won a varsity letter in sports	56.7	41.2	48.3	40.5	50.6	49.5	53.0	52.8	55.6	53.3	53.8	43.1	40.7
Failed to complete homework on time	72.8	65.3	68.7	66.2	74.3	69.6	72.2	70.8	69.7	69.3	66.0	68.8	71.6
Tutored another student	44.0	45.0	44.6	32.9	32.2	46.3	50.2	49.2	47.6	53.9	64.8	41.8	54.4
Did extra work or reading for a class *	8.5	11.5	10.1	7.9	10.1	10.3	11.8	12.1	11.3	10.9	13.4	13.9	19.6
Studied with other students	83.2	87.3	85.4	80.2	86.5	86.2	87.4	88.2	87.9	89.2	90.6	85.1	87.7
Was a guest in teacher's home	28.5	29.2	28.9	22.8	33.0	30.3	34.2	38.2	28.3	29.6	34.9	27.3	29.9
Smoked cigarettes *	8.6	11.5	10.2	14.6	15.1	8.6	8.7	6.3	9.6	6.9	5.7	2.7	1.8
Drank beer	66.8	54.8	60.3	62.0	56.9	57.3	59.9	47.8	68.8	64.3	61.8	31.2	30.0
Drank wine or liquor	58.4	62.7	60.7	59.2	57.1	59.9	61.1	51.5	69.6	65.2	64.5	33.1	38.9
Stayed up all night	79.0	78.4	78.7	76.7	78.4	80.0	79.6	78.9	79.3	79.9	79.1	78.6	82.6
Spoke a language other than English at home *	6.7	6.7	6.7	7.9	8.1	4.2	7.4	4.5	8.3	6.7	10.1	4.4	5.5
Felt overwhelmed by all I had to do *	12.8	24.7	19.2	15.3	20.8	19.7	21.4	21.9	22.6	21.6	22.2	18.4	20.2
Felt depressed *	6.3	11.3	9.0	8.8	11.4	9.4	9.0	9.9	9.4	8.5	7.3	12.2	12.8
Argued with a teacher in class	48.9	35.8	41.8	37.3	36.8	41.6	45.8	42.4	43.9	46.8	48.0	36.1	37.5
Took sleeping pills	2.9	3.2	3.0	2.9	5.0	3.1	3.3	3.6	2.9	2.6	2.7	2.0	2.8
Took a tranquilizing pill	1.7	1.8	1.7	1.8	2.8	1.8	1.8	2.2	1.8	1.4	1.4	0.9	1.6
Discussed personal problems with a friend	85.8	96.6	91.6	90.1	92.2	92.0	92.6	93.4	93.3	92.0	92.8	89.0	90.0
Studied in the library *	11.3	15.0	13.3	10.9	14.5	13.0	15.7	15.0	15.3	14.6	16.9	18.9	23.6
Performed volunteer work	58.8	64.8	62.0	53.7	62.6	61.6	68.8	69.7	70.9	65.3	75.3	60.7	67.7
Visited an art gallery or museum	52.6	57.0	54.9	47.5	55.3	52.5	64.9	58.2	60.4	59.5	70.4	52.7	60.1
Worried about choosing a career	73.9	76.3	75.2	74.9	76.1	75.2	71.0	74.8	76.9	76.9	74.8	67.3	65.1
Reasons noted as very important in deciding to go to college:													
Parents wanted me to go	32.4%	36.2%	34.4%	35.2%	40.7%	35.3%	33.8%	37.1%	35.9%	31.3%	30.5%	54.4%	51.6%
Could not find job	6.3	7.5	7.0	9.2	7.8	6.7	5.2	6.4	5.7	5.5	3.8	11.5	11.8
To get away from home	14.5	15.5	15.0	10.0	17.0	16.6	17.9	18.1	17.5	17.6	17.8	26.9	26.3
To be able to get a better job	75.4	76.3	75.9	79.9	74.1	77.1	69.1	72.7	72.3	75.2	67.1	81.4	81.8
To gain a general education and appreciation of ideas	55.0	68.9	62.5	58.6	63.2	60.9	67.7	65.9	66.8	64.3	71.0	76.6	77.9
To improve reading and study skills	35.8	44.4	40.5	40.3	48.0	40.2	40.7	43.4	43.9	38.3	38.8	66.1	64.1
Nothing better to do	3.0	1.9	2.4	2.4	2.5	2.4	2.6	2.8	2.1	2.4	2.6	3.9	5.7
To become a more cultured person	29.5	40.8	35.6	29.1	35.9	34.4	42.5	42.1	41.5	38.3	47.9	53.1	60.0
To be able to make more money	75.6	69.3	72.2	76.0	71.7	74.4	63.7	65.4	68.3	72.2	63.3	84.2	83.7
To learn more about things that interest me	67.9	76.2	72.4	70.0	72.3	70.2	76.6	73.0	72.5	75.0	79.1	78.4	80.5
To prepare for graduate or professional school	47.3	55.1	51.5	47.3	56.4	49.2	52.3	55.6	53.6	54.9	62.9	70.6	78.0
Political views:													
Far left	2.4%	1.5%	1.9%	2.1%	2.6%	2.0%	2.2%	1.9%	1.5%	1.6%	1.5%	3.9%	4.0%
Liberal	19.3	23.7	21.7	18.3	20.6	21.0	26.3	21.6	21.9	25.1	25.3	28.8	35.0
Middle of the road	49.5	57.1	53.6	59.6	54.7	54.7	47.2	47.9	53.3	49.9	43.3	47.4	44.6
Conservative	26.6	16.7	21.3	18.5	20.5	20.7	22.7	27.0	21.8	22.1	28.2	17.4	15.3
Far right	2.3	0.9	1.5	1.6	1.6	1.6	1.6	1.7	1.6	1.3	1.7	2.4	1.1
Agree strongly or somewhat that:													
Government is not doing enough to protect the consumer	64.7%	71.5%	68.4%	70.8%	70.9%	68.7%	68.2%	68.5%	68.2%	65.4%	62.0%	77.4%	79.0%
Government is not doing enough to promote disarmament	58.8	76.2	68.1	67.1	68.3	67.9	70.8	69.1	72.0	68.2	67.9	76.6	81.4
Government is not doing enough to control pollution	84.8	87.6	86.3	84.6	83.1	86.3	88.1	87.0	86.8	88.1	89.1	81.5	85.2
Taxes should be raised to reduce the federal deficit	32.6	25.5	28.8	25.2	27.2	27.0	32.3	30.1	28.5	33.1	36.5	23.0	26.7
There is too much concern in the courts for the rights of criminals	71.9	65.5	68.5	69.6	66.9	69.5	66.1	68.3	67.2	68.0	65.6	55.7	60.6
Military spending should be increased	30.2	19.6	24.5	28.3	29.6	26.0	21.5	23.9	19.5	19.7	18.3	32.5	27.3
Abortion should be legal	63.6	65.5	64.7	62.8	62.4	64.7	67.4	55.7	54.8	71.3	65.9	69.6	71.7
The death penalty should be abolished	18.4	23.8	21.3	19.8	21.7	20.3	25.0	22.9	26.7	21.1	24.7	35.7	37.0
It is all right for two people who like each other to have sex even if they've known each other for a very short time	65.1	36.4	49.7	52.6	44.9	48.3	50.3	37.5	44.9	53.2	46.0	43.6	41.8
Married women's activities are best confined to home and family	32.3	20.4	25.9	29.7	30.5	25.7	23.9	26.2	24.9	21.6	20.0	34.8	33.9
A couple should live together before marriage	57.3	45.0	50.7	54.5	48.1	49.1	51.4	37.0	45.5	53.3	46.6	54.3	49.0
Marijuana should be legalized	20.1	13.7	16.7	16.6	18.0	15.2	18.9	14.6	15.8	18.5	16.4	16.4	15.9
Busing to achieve racial balance in schools is all right	56.1	56.0	56.0	58.0	56.6	54.4	57.3	55.9	55.8	55.1	52.8	66.6	67.1
It is important to have laws prohibiting homosexual relationships	57.3	35.1	45.4	50.3	54.1	47.1	39.3	48.8	39.3	39.3	33.3	46.9	44.1
Colleges should not invest in companies that do business in South Africa	54.1	44.2	48.8	43.5	41.5	47.9	55.9	51.1	51.1	52.5	60.2	50.4	62.1
The chief benefit of college is that it increases one's earning power	75.6	66.8	70.9	77.8	74.0	73.4	61.1	64.3	64.9	67.6	56.5	78.4	77.4
Employers should be allowed to require employees or job applicants to take drug tests	76.5	78.9	77.8	78.3	79.5%	79.7	74.9	81.2	75.8	75.2	76.4	79.1	80.9
The best way to control AIDS is through widespread, mandatory testing	66.9	67.5	67.2	73.1	72.8	68.3	60.9	64.8	65.3	62.4	55.4	69.0	68.2
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	79.0	92.8	86.4	83.3	85.7	87.3	87.9	87.9	87.2	88.3	90.4	81.6	84.1
Only volunteers should serve in the armed forces	52.3	50.7	51.5	51.1	50.8	52.0	52.7	50.4	50.2	51.8	50.7	56.8	56.6
The government should do more to control the sale of handguns	67.2	87.6	78.2	74.6	79.4	78.3	81.6	80.3	82.9	79.3	83.0	86.7	87.3
A national health-care plan is needed to cover everybody's medical costs	72.1	79.0	75.8	79.1	76.9	75.6	75.7	72.8	78.3	73.3	68.5	84.9	85.3
Objectives considered essential or very important:													
Becoming accomplished in a performing art	10.7%	11.5%	11.1%	9.3%	14.2%	10.9%	14.0%	14.4%	11.2%	10.8%	13.2%	15.0%	18.1%
Becoming an authority in own field	67.8	64.1	65.8	62.0	65.3	67.4	65.9	66.1	64.8	68.8	69.8	76.7	78.6
Obtaining recognition from colleagues for contributions to field	56.1	54.0	55.0	51.4	55.1	56.1	55.9	53.8	57.5	58.2	58.2	65.6	69.2
Influencing the political structure	22.4	17.7	19.9	16.2	20.7	19.9	23.6	22.8	23.1	20.9	26.0	32.8	38.4
Influencing social values	35.2	46.1	41.1	35.9	46.4	42.7	45.2	49.4	46.6	40.2	44.4	56.1	60.8
Raising a family	68.5	69.0	68.8	66.4	70.7	68.6	69.8	72.4	72.9	68.9	72.8	67.4	68.0
Having administrative responsibility for the work of others	44.9	42.6	43.6	43.4	47.3	45.0	40.3	42.6	44.8	43.4	42.1	60.6	58.6
Being very well-off financially	79.5	71.9	75.4	78.9	74.1	76.5	69.0	66.9	73.7	76.0	70.5	88.6	87.8
Helping others who are in difficulty	49.0	68.7	59.7	56.6	64.7	61.2	61.4	66.6	65.2	57.5	60.6	74.5	76.8
Making a theoretical contribution to science	20.7	14.1	17.1	16.0	14.0	16.0	17.8	16.9	14.7	20.7	19.3	22.0	32.5
Writing original works	12.2	12.7	12.5	9.9	11.1	12.4	16.2	15.9	13.8	13.1	15.7	14.7	20.5
Creating artistic work	12.4	12.6	12.5	11.7	15.3	11.3	15.8	13.2	12.7	13.0	12.2	13.9	17.1
Becoming successful in own business	50.1	40.8	45.1	47.1	51.8	44.5	42.6	42.5	45.4	44.0	41.4	67.0	64.9
Becoming involved in programs to clean up environment	28.3	24.3	26.1	24.0	28.0	25.0	30.4	28.2	26.1	27.4	28.7	34.7	38.9
Developing a meaningful philosophy of life	40.0	41.6	40.8	34.5	42.3	40.5	47.0	47.1	43.0	43.5	50.8	58.2	62.2
Participating in a community-action program	20.2	25.9	23.3	18.9	27.3	23.5	27.5	30.4	26.6	23.3	28.4	44.7	50.9
Helping to promote racial understanding	32.5	37.6	35.3	28.9	37.9	36.4	43.2	41.8	38.1	35.9	41.9	71.9	79.0
Keeping up to date with political affairs	43.4	36.0	39.4	29.3	37.7	39.5	47.2	43.5	43.8	46.0	56.2	48.5	54.8

Note: The statistics are based on a survey of 216,362 freshmen entering 403 two-year and four-year institutions in the fall of 1989. The figures were statistically adjusted to represent the total population of 1.6 million first-time, full-time freshmen. Because of rounding or multiple responses, figures may add to more than 100 per cent.
* Frequently only; all other activities frequently or occasionally.

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1989," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

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News Summary

Articles on inside pages

Two abortion studies, concluding that women experience few negative effects from the procedure, have revived scholarly debate: Page A6.

Public-opinion polling, although ubiquitous, is little understood by the public, researchers say: Page A6.

Faculty surveys by the Education Department offer colleges and researchers valuable data on which to base faculty policies and to evaluate the importance of teaching and research among department heads: Stories on Page A15.

The Holmes Group has agreed to a plan to change teacher education and the public schools: Page A15.

A group seeking oversight of proprietary schools was revived at a meeting of accrediting commissions and education agencies: Page A34.

Some sports reformers say two controversies could have a "chilling effect" on the readiness of college presidents to get involved in issues; others feel the incidents could prove to be a rallying point: Page A41.

Several private foundations are turning to projects in Eastern Europe and the Soviet Union: Page A35.

Kabul University has become the focus of a political campaign to isolate Afghanistan's rebels: Page A45.

France's Education Minister has issued an "emergency plan" to increase government spending on universities: Page A45.

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2-Year Institutions Under Pressure to Ease Transfers

Critics say unneeded complexity deters many minority students

By BEVERLY T. WATKINS

Community colleges are being pressed to eliminate barriers that keep many of their students, particularly members of minority groups, from transferring to four-year institutions.

The pressure is coming from students who want to be able to transfer more easily, from public officials who complain that problems in the transfer process are costing too much money, and from four-year institutions that rely on the two-year colleges to prepare students who otherwise would not be accepted into bachelor's-degree programs.

Streamlining the transfer process is critical for educators who hope to increase the achievement of minority-group students in higher education.

According to the National Center for Education Statistics, community colleges enroll 43 per cent of all black undergraduates, 55 per cent of Hispanics, and 57 per cent of American Indians. Studies have shown that these students, who make up about 30 per cent of community-college enrollment, are the least likely to continue their education at four-year institutions.

Looking for Stumbling Blocks

Some community colleges are trying to identify in their academic practices any stumbling blocks to transferring, while others are seeking obstacles that may lurk in administrative procedures or transfer policies. Community colleges are also urging four-year institutions, which they say take a *laissez-faire* attitude toward transferring, to help improve the process.

By most national estimates, roughly

Continued on Page A37

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Judith Eaton: "The four-years need to work with the two-years on transfer. They resist students from community colleges out of a sense of 'not as good as.'"

THE BUSH BUDGET

President's Proposal Would Cut Aid to Students, Boost Science Spending

EDUCATION SECRETARY AT BUDGET BRIEFING

Some 300,000 students would have their federal aid slashed in the 1991-92 academic year under President Bush's new budget proposal, which he sent to Congress last week.

The proposed cuts are part of a $24.6-billion Education Department budget that includes a 2-per-cent increase over the fiscal 1990 total.

Most science and technology programs would fare well. Spending on basic research would rise by about 8 per cent.

Stories on the budget: Pages A24 through A34.

- **Fewer students would get** State Student Incentive Grants and Perkins Student Loans, and some college officials fear that fewer would receive Pell Grants. One of the largest increases would go to programs that help institutions recruit and retain disadvantaged students. Page A24.
- **Proposed increases for science** and technology could be scaled back in the budget fight ahead, Congressional aides warned. As part of the increase for basic research, military spending would rise by about 6 per cent and civilian spending by about 9 per cent. The Administration also recommended a 57-per-cent increase in support for global-change research. Pages A24 and A33.

SCIENCE ADVISER BROMLEY OUTLINES BUSH PROPOSALS

- **Scholarship in the arts and humanities** would get small but potentially significant increases. Advocates of federal support of such scholarship said the increases could signal a shift away from attitudes of the Reagan Administration toward the arts and humanities endowments. Page A30.
- **Two proposed changes in the tax code** could help higher education. One would make permanent a tax credit for corporate spending on research. The other would create tax-free savings accounts that could help some parents save for their children's college education. Page A30.
- **Special, discounted mailing rates** for non-profit groups would be curtailed. College alumni associations were dismayed by the proposal, which would exclude from discounts any third-class mailings that did not "relate directly" to the primary purpose of an organization. Page A29.
- **Federal dollars support** a wide variety of college programs—from humanities courses for ethnically diverse students to an extension service that is as likely to help communities cope with AIDS as with crop failures. Reports from six campuses begin on Page A25.

More Anti-Semitism Is Being Reported on Campuses, but Educators Disagree on How to Respond to It

By COURTNEY LEATHERMAN

Jewish students and faculty members are reporting more anti-Semitic acts on their campuses than at any time in the past 10 years. But educators disagree over why the number of reports is rising and how colleges should respond to the problem.

Over the last year, incidents ranging from verbal harassment to vandalism to the distribution on campus of publications that promote violence against Jews have been reported.

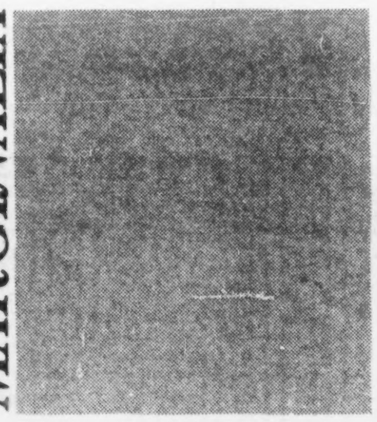
Some officials say the reports indicate that anti-Semitic acts are becoming more blatant and widespread. These officials say such acts should be widely publicized to encourage college administrators to deal with the problems.

Other Jewish educators, however, believe that reports of anti-Semitism are on the rise simply because Jewish students and faculty members are more willing to speak out now than in the past. The educators worry that trumpeting the number of anti-Semitic incidents on the campuses exaggerates the problem, and could even prompt more acts against Jews.

While less discrimination is reported by Jews than by homosexuals and members of many racial and ethnic minority groups, some Jewish organizations are publicizing figures that show an increase in in-

Continued on Page A40

MARGINALIA



Mincing no words (from "From the Dean," a column in Eastern Washington University's *School of Health Sciences Newsletter*): "The faculty in the School of Health Sciences are truly incredible. Their self-serving dedication is amazing."

■

Mincing no words, II (from the "nuclear defense" section of "Emergency Procedures at UND" [the University of North Dakota]):

"Instruct your staff of action to take. If there has been a real attack on the U. S., and our city and Air Force Base has been hit, your responsibilities will likely have ended."

■

Intestinal fortitude in intercollegiate sports (from the *News Record*, the student paper at the University of Cincinnati):

" 'I think the biggest thing in the convention was that the presidents fired a shot across the bowel of every athletic department in the country,' University of Cincinnati Athletic Director Rick Taylor said concerning the 84th annual NCAA Convention."

■

Higher mathematics (from "DOE News," a bulletin from the U. S. Department of Energy):

"Secretary of Energy James D. Watkins . . . noted that the Bush Administration is committed to restoring the nation's environment. 'The Department of Energy intends to spend $4 billion per year, or $120 billion over the next 20 years just to clean up its nuclear facilities,' he said."

■

Making a matter perfectly clear (in a memorandum to deans and department chairmen at Brigham Young University):

"Tuesday, February 20, 1990, is scheduled for MONDAY classes. Tuesday or Tuesday-Thursday classes will not be held this day. Instead, rooms will be assigned to Monday, Monday-Wednesday, Monday-Tuesday-Wednesday-etc. or Monday-Wednesday-Friday classes.

"Because of previous scheduling commitments, however, there will be a devotional with Marvin J. Ashton on Tuesday, February 20, 1990. Thus, classes will not be held during the 11:00 a.m. hour so that all might attend the devotional.

"To make the matter perfectly clear: Tuesday is a Monday for instructional purposes except for the 11:00 a.m. hour which remains a Tuesday, and not a Monday, hour for devotional purposes. (I suppose that Tuesday is a Tuesday for whatever other purposes you might have in mind, but you could, if you wish, choose to have two Mondays this week in February—it's really up to you.)" —C.G.

In Brief

Institute Faces U.S. Suit Over Exclusion of Women

WASHINGTON—The U.S. Department of Justice said last week that it would sue the Virginia Military Institute if the all-male college did not agree by February 20 to admit women.

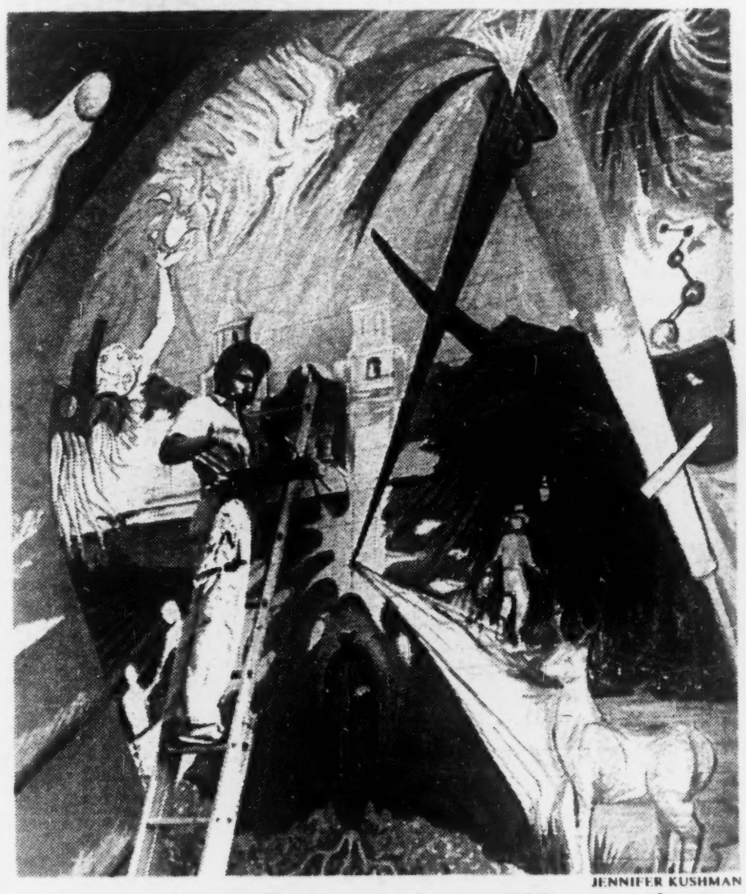
The department said the single-sex admission policy of V.M.I., a state-supported institution, violates the Civil Rights Act of 1964 and the 14th Amendment of the Constitution and must be "abandoned immediately."

The ruling came in response to a complaint filed by a female high-school student who said she had been discriminated against because she was denied admission to the institute on the basis of sex.

Institute officials had no comment on the decision, saying that Virginia's Attorney General would respond on behalf of V.M.I. The Attorney General's office was reviewing the matter but said it had no comment.

Meanwhile, officials at the Citadel, a public military college in South Carolina that limits undergraduate enrollment to men only, had no comment on whether the Justice Department's finding would have an effect on the institution's admission policies.

ARIZONA'S CONCRETE CANVAS



JENNIFER KUSHMAN

Tucson artist David Tineo at work on a 500-square-foot mural commissioned to commemorate 30 years of publishing by the University of Arizona Press. The campus's first mural decorates the building that houses the press.

Mills College Trustees to Vote on Coeducation

OAKLAND, CAL.—Mills College, a 138-year-old liberal-arts institution for women, is considering admitting men as undergraduates to combat dwindling enrollments and budget problems.

The college's Board of Trustees also is considering curricular innovations to attract more female students and evening and weekend classes for part-time students. The board is to vote on the proposals at its May meeting.

Enrollment at Mills declined to 777 undergraduates this year, from about 900 in 1971. The college believes it must enroll at least 1,000 undergraduates to meet rising costs and generate the revenue it needs to maintain programs, a spokeswoman said.

Some students and alumnae are opposed to coeducation at Mills, the spokeswoman said. Men have been admitted as graduate students since the 1930's.

Fraternity Disciplined Over Incident With Sheep

SEATTLE—The University of Washington chapter of the Theta Xi fraternity has been disciplined for a hazing incident in which police found members and pledges dressed only in underwear and in possession of two stolen sheep.

The fraternity has been expelled from the institution's Interfraternity Council by a campus judicial committee for abusive treatment of the animals and for violating university rules on hazing. It also has been suspended by the national fraternity.

The incident occurred during initiation week. The police, acting on a complaint, visited the fraternity house, where they found members and pledges dressed in their underwear, with white grease on their hands and peanut butter and other substances on their bodies.

The police report said the two female sheep were "overheated and agitated," but unharmed. The case was referred to detectives for further investigation.

Because the incident occurred off the campus, university officials said they were unable to discipline the fraternity.

U. of Cal. Regents Adopt Property-Disclosure Rule

LOS ANGELES—The Board of Regents of the University of California has adopted a rule requiring regents and their relatives to disclose any real-estate holdings on or near sites that receive final consideration for new campuses of the university.

The action came after reports that several relatives of one regent, Leo S. Kolligian, owned land in Fresno near an area that may be considered for a new campus. Mr. Kolligian said neither he nor his relatives had realized any site was being considered near their property.

The chairman of the board, Roy Brophy, who proposed the rule, said it was aimed at insuring that the site-selection process was "above reproach." The university has said it needs up to three new campuses by 2005 to meet projected enrollment growth.

Head of Evergreen State Leaves Montana Search

OLYMPIA, WASH.—Joseph D. Olander, the president of Evergreen State College who in recent months has weathered charges that he exaggerated his academic credentials (*The Chronicle*, January 3), has withdrawn his name from consideration for the job of Montana's higher-education commissioner.

Mr. Olander's action came a few days after the only other finalist, Warren H. Fox, vice-chancellor for academic affairs in the University of Nevada System, withdrew. The Montana University System Board of Regents subsequently split sharply on the question of hiring Mr. Olander, who

Studies Reveal Widespread Abuse of Medical Students During Education

CHICAGO

Research on students in two medical schools has found that a majority of them experienced some form of physical or emotional abuse during their four-year medical education.

The results of the two studies were published in the *Journal of the American Medical Association*. The research was based on responses to questionnaires asking medical students about the occurrence, severity, and effects of their perceived abuse. In both studies, the term "abuse" was broadly defined.

In one study—in which 431 of 519 students at an unnamed medical school responded—more than 80 per cent said they had been targets of abuse by the time they had reached their final year. Nearly half of that group reported that the abuse had affected them adversely for a month or more, with 16.2 per cent indicating it would "always affect them."

According to the report, abuse was most often experienced in the third year. Supervising doctors and residents and clinical staff members were common sources of abuse for over half of the third-year and fourth-year students.

'I Was Never Praised'

One student wrote that her self-confidence had waned after she was subjected to daily insults and rude remarks as the only female member of a surgical team. "When I did answer correctly," she wrote, "I was never praised but was told the stupidest of medical students should, after all, know this information."

Another student reported that while learning to suture a patient, he had been hit on the knuckles by a supervisor for holding the forceps incorrectly. The student wrote: "After the operation, my knuckles were bleeding and I now have a scar on the back of my right hand."

In the second study—in which 75 of 93 students in the third-year class at another unnamed medical school responded—one-fourth of the students said they had faced threats of physical harm, and 16 per cent said they actually had been harmed. Of all respondents, 85 per cent said they had been "yelled or shouted at" at least once during their medical education. More than half of the women reported they had been subjected to sexual advances.

The majority of students reported that they had been deprived of sleep for intervals of from 30 to 100 hours when preparing for examinations, or during clinical or surgical rotations. Almost all of the students said that sleep deprivation had, in some cases, impaired their ability to care for patients.

Fear of Retaliation

One-fourth of students in the second survey said they would have chosen another career had they known in advance of the mistreatment they would experience. More than one-third said they had considered dropping out.

Despite the large number of complaints of mistreatment, only 16 per cent of the students ever reported such incidents to school authorities. Most students said either that they had feared retaliation on performance evaluations, or that they had felt no disciplinary action would be taken against those accused of inflicting the abuse. —JULIE L. NICKLIN

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'In' Box

A professor who dressed up as Tina Turner on the first day of class found it helped make students more open to the subject matter—animal virology.

Virginia S. Hinshaw, a professor of virology at the University of Wisconsin at Madison, wore a wild-haired wig, leather jacket, mini-skirt, and boots for the first meeting of "Veterinary Virology."

She may do it again. The outfit, she says, set the class at ease from the beginning and encouraged students to participate in problem-solving exercises.

In one first-day exercise, Ms. Hinshaw told students they were the official veterinarians of Barter Town, a fictitious town from the movie "Mad Max Beyond Thunderdome" (featuring Ms. Turner). In Barter Town, all energy is produced by methane generated from pig waste. The students' mission: to care for the valued pigs.

"It's an engaging way to learn about how to identify and diagnose viruses in animals like pigs," Ms. Hinshaw says.

"I'm convinced that people learn better with a smile."

■

Six years ago, administrators at Southwestern University were disappointed with the small number of minority candidates who applied for faculty positions on their campus.

They thought colleagues at other institutions might share their frustration. So they began what may now be the country's largest minority registry—a listing of minority candidates who want to be considered for faculty teaching positions.

Almost 200 institutions pay $200 a year (plus a one-time $100 membership fee) to receive a directory of minority candidates four times a year. The most recent issue included nearly 600 names. Listings are free and include a short summary of each candidate's educational background and work experience.

Last year the registry received 1,200 requests for more information on individual candidates, says Southwestern's director of institutional research, William B. Jones, who runs the project.

Although Mr. Jones doesn't know how many people are interviewed or receive job offers because of their exposure in the directory, he thinks the registry has been well received. Each year the number of participating institutions grows, and he has heard from some minority scholars who have landed faculty jobs as a result of being listed in the directory.

Mr. Jones acknowledges that until minority-group members are better represented in graduate school, candidates will be scarce. But, he says, the directory is a good supplement in a tight market.

Those seeking more information about the registry, known as the National Minority Faculty Identification Program, may contact Mr. Jones' office at (512) 863-1220.

Personal & Professional

Education-School Reform Group Set to Endorse Plan That Would Alter Teacher Training, Public Schools

Holmes Group endorses in principle the controversial concept of professional-development schools

By BEVERLY T. WATKINS

PHOENIX

Education deans from a reform-minded consortium of 97 research universities have agreed in principle to a new plan designed to change both teacher education and the public schools substantially over the next five years.

The strategic plan, circulated in draft form at the annual meeting of the Holmes Group here, makes the controversial "professional-development school" the vehicle for educational reform. It urges all member institutions to create such schools and to provide financial support for them.

The Holmes Group was formally established in 1986 by a group of public and private research institutions dedicated to reforming the preparation of elementary- and secondary-school teachers. The organization was named after Henry W. Holmes, who was dean of Harvard University's Graduate School of Education from 1920 to 1940 and a strong supporter of teacher-education reform.

Proposed in Organizing Manifesto

The concept of the professional-development school, first introduced in the Holmes Group's organizing manifesto, "Tomorrow's Teachers," calls for a combination of professional teacher preparation and applied research on teaching and learning.

JOHN C. PHILLIPS, FOR THE CHRONICLE

Judith E. Lanier: When the consortium was formed, "we carved for ourselves so broad a reform agenda that it was not possible to move on all fronts at once."

The new schools would be created out of existing elementary and secondary institutions by the university and the public schools in partnership. University faculty members would conduct research and teach in the schools, and schoolteachers would help design the teacher-education curriculum and instruct future teachers and school administrators in the university.

The professional-development schools would include children from many ethnic groups. Teachers would see that all children, no matter what their background, received an equally good education.

The concept of the professional-development school has generated debate among Holmes institutions since it was first developed. When the final version of the reform plan is approved by the executive board, which may happen as early as next month, some members are expected to resign.

When the Holmes consortium was formed, President Judith E. Lanier reminded education deans at the meeting, "we carved for ourselves so broad a reform agenda that it was not possible to move on all fronts at once."

"Yet we need to attend to multiple fronts."

She said, "If we pick one piece of reform and succeed at that piece, we will fail in total reform. But if we try to do it all, we are doomed to fail also, because we don't have the resources."

On one hand, the professional-develop-

Continued on Page A20

3 in 4 Department Heads Are Found to Stress Teaching in Faculty Hiring

By CAROLYN J. MOONEY

WASHINGTON

When hiring new faculty members, three-fourths of academic department heads considered teaching quality a key factor, according to the results of a newly released survey by the Education Department.

But at universities that grant doctorates, department heads were more concerned about the quality of an applicant's research. Only 45 per cent considered teaching quality a "very important" factor when hiring new entry-level professors, compared with 73 per cent who viewed the quality of research in such terms.

'The Power of Disciplines'

In evaluating candidates for tenure, those same chairmen put more emphasis on teaching quality, which was cited as very important by 68 per cent. But the proportion who considered the quality of research a key factor was still higher—84 per cent.

Many research universities say they want to improve and reward teaching, but with statistics like those, can they really mean it?

"It shows the power of academic disciplines, and the kind of struggle that universities are going to have to wage to get faculty to commit more energy to teaching and public outreach efforts," said Kathryn M. Moore, a professor of educational policy and leadership at Michigan State University and a consultant on the survey project. "Academic departments are very focused

Continued on Page A19

New U.S. Survey Assembles a Statistical Portrait of the American Professoriate

WASHINGTON

The average college professor is a 47-year-old white male, who is tenured, earns $48,701 including outside income, and spends 46 hours a week on the job.

He's quite satisfied with his colleagues, the reputation of his campus, and his job over all, but is less content with the quality of leadership at his institution and with relations between faculty members and administrators.

Thanks to a survey of 8,383 full- and part-time faculty members that was conducted by the U.S. Education Department, such facts are now available to colleges and universities, which in recent years have had little comprehensive national data on which to base faculty policies.

Preliminary results of the faculty sur-

Continued on Page A17

Distribution of Full-Time Faculty Members by Age and Discipline, Fall 1987

	Under 30	30 to 44	45 to 54	55 to 64	65 and over	Average age
Agriculture and home economics	2%	47%	32%	19%	1%	45
Business	2	50	28	17	2	45
Education	2	30	35	30	3	49
Engineering	1	35	31	31	3	48
Fine arts	4	40	35	17	4	46
Health sciences	1	46	28	20	5	46
Humanities	1	32	35	27	5	49
Natural sciences	1	41	39	17	2	47
Social sciences	1	43	34	17	5	47
Other	2	38	31	23	5	48
All	2	40	34	21	4	47

Note: The figures are based on a 1988 survey of 11,013 faculty members at 480 colleges and universities. The response rate to the survey was 76 per cent. Figures may not add to 100 per cent because of rounding.

SOURCE: U.S. DEPARTMENT OF EDUCATION

FACT FILE: Faculty Attitudes, Workload, and Earnings, Fall 1987

FULL-TIME FACULTY MEMBERS

	Men	Women	All[1]	Public research[2]	Private research[2]	Public doctoral[3]	Private doctoral[3]	Public comprehensive[4]	Private comprehensive[4]	Liberal arts	Public 2-year
ATTITUDES ABOUT WORK											
Proportion "very" or "somewhat" satisfied with:											
Authority I have to make decisions about course content	96%	94%	96%	95%	96%	95%	99%	95%	96%	97%	96%
Quality of colleagues in my department	85	83	84	84	87	80	85	79	85	85	88
My job, over all	86	84	85	85	88	82	86	82	84	85	90
Overall reputation of my institution	77	80	78	81	91	69	80	69	75	78	82
My workload	75	67	73	76	79	71	81	65	67	64	79
Mission or philosophy of my institution	73	77	74	69	79	65	78	68	81	85	82
Quality of graduate students whom I have taught here	79	80	79	79	86	76	83	72	75	92	95
Time available for working with students as an advisor or mentor	80	74	79	78	83	76	85	77	80	79	78
Opportunities for spouse employment in this area	72	77	73	67	79	69	74	70	78	71	80
Required mix of teaching, research, service, and administration	74	64	72	74	77	66	79	64	67	66	80
Quality of leadership in my department	71	65	69	69	70	64	66	65	74	73	75
Spirit of cooperation among faculty members at this institution	70	70	70	70	73	69	67	60	69	77	75
Quality of undergraduates whom I have taught here	66	68	67	71	77	66	76	59	67	69	65
Quality of faculty leadership at my institution	66	74	68	68	73	63	76	61	63	75	75
Interdepartmental cooperation at this institution	63	62	63	63	68	61	57	53	64	67	68
Quality of union leadership at this institution	59	65	61	50	—	61	—	59	43	79	66
Quality of chief administrative officers at this campus	57	58	57	53	59	58	72	52	56	65	58
Relationship between administration and faculty at this institution	55	53	54	55	58	56	51	51	51	62	54
Salary	59	56	58	60	59	54	58	56	49	54	66
WORKLOAD											
Average hours worked at own institution	47	44	46	52	50	49	46	46	44	47	40
Average hours of other paid work	4	3	4	3	4	3	5	3	4	3	4
Average hours of unpaid professional services	2	3	3	2	2	2	2	3	3	2	3
ALLOCATION OF WORKLOAD											
Teaching	54%	61%	56%	43%	40%	47%	39%	62%	62%	65%	71%
Research	18	12	16	29	30	22	27	11	9	8	3
Administration	13	13	13	14	14	14	13	13	14	14	10
Other[5]	15	15	15	14	16	17	20	14	15	13	15
EARNED INCOME											
Total	$53,318	$36,398	$48,701	$58,309	$74,732	$55,511	$55,715	$42,965	$42,210	$32,740	$38,539
Basic salary from own institution	42,322	31,755	39,439	47,780	52,709	43,636	47,105	36,830	32,030	28,769	32,470
Other income from own institution	3,996	2,501	3,588	4,415	9,715	3,679	2,037	2,505	2,514	1,586	2,943
Outside consulting income	4,124	1,049	3,285	3,962	7,011	6,433	5,227	1,918	4,483	916	691
Other outside income	2,876	1,093	2,389	2,154	5,297	1,763	1,346	1,712	3,183	1,469	2,435
Proportion with income from own institution other than basic pay	55%	48%	53%	48%	50%	48%	33%	55%	61%	51%	63%
Average earnings	$7,304	$5,241	$6,795	$9,241	$19,544	$7,718	$6,122	$4,570	$4,128	$3,099	$4,668
Proportion with income from outside consulting	44%	35%	42%	55%	61%	45%	51%	38%	38%	32%	24%
Average earnings	$9,313	$3,028	$7,886	$7,188	$11,490	$14,210	$10,264	$5,063	$11,894	$2,850	$2,921
Proportion with other outside income	31%	22%	28%	31%	31%	25%	20%	28%	24%	26%	28%
Average earnings	$9,299	$5,040	$8,412	$6,914	$17,119	$7,117	$6,652	$6,075	$13,169	$5,620	$8,527

PART-TIME FACULTY MEMBERS

	Men	Women	All[1]	Public research[2]	Private research[2]	Public doctoral[3]	Private doctoral[3]	Public comprehensive[4]	Private comprehensive[4]	Liberal arts	Public 2-year
ATTITUDES ABOUT WORK											
Proportion "very" or "somewhat" satisfied with:											
Authority I have to make decisions about course content	92%	94%	93%	91%	88%	84%	86%	96%	91%	94%	93%
Quality of colleagues in my department	90	91	90	86	96	90	100	88	90	82	90
My job, over all	92	86	89	91	95	80	91	86	92	84	91
Overall reputation of my institution	90	89	89	83	99	90	93	89	88	78	93
My workload	92	80	87	92	94	92	90	83	89	88	87
Mission or philosophy of my institution	85	87	86	72	82	77	80	79	85	84	92
Quality of graduate students whom I have taught here	90	91	90	87	99	—	—	87	91	—	87
Time available for working with students as an advisor or mentor	70	68	69	82	83	57	—	71	75	73	68
Opportunities for spouse employment in this area	80	82	81	84	—	72	—	84	99	75	79
Required mix of teaching research, service, and administration	85	84	84	83	85	83	—	69	87	92	88
Quality of leadership in my department	79	75	78	69	80	67	89	80	84	71	79
Spirit of cooperation among faculty members at this institution	85	84	85	64	82	67	94	79	82	83	91
Quality of undergraduates whom I have taught here	79	77	78	80	64	65	89	70	78	79	80
Quality of faculty leadership at my institution	78	84	80	80	83	82	—	79	78	80	83
Interdepartmental cooperation at this institution	76	69	73	57	81	55	—	71	67	68	79
Quality of union leadership at this institution	72	77	74	—	—	—	—	80	—	—	74
Quality of chief administrative officers at this campus	80	73	77	66	68	69	89	65	86	75	81
Relationship between administration and faculty at this institution	77	65	72	61	64	67	72	66	74	70	77
Salary	63	47	56	64	39	52	47	56	47	46	64
WORKLOAD											
Average hours worked at own institution	12	16	14	24	15	21	15	17	11	15	12
Average hours of other paid work	34	19	27	18	34	19	35	23	24	21	28
Average hours of unpaid professional services	2	3	2	3	2	2	3	4	1	2	2
ALLOCATION OF WORKLOAD											
Teaching	57%	62%	59%	49%	40%	52%	41%	63%	56%	62%	67%
Research	3	4	4	9	11	9	3	5	2	4	2
Administration	3	4	4	8	7	5	5	3	3	3	3
Other[5]	37	30	34	35	42	34	51	29	39	32	29
EARNED INCOME											
Total	$43,828	$20,977	$33,841	$40,478	$65,449	$34,002	$65,764	$29,153	$31,207	$24,242	$28,131
Basic salary from own institution	6,958	6,663	6,829	16,193	11,367	8,749	10,858	7,662	5,097	5,807	4,465
Other income from own institution	418	525	465	905	272	661	869	412	200	520	428
Outside consulting income	7,930	4,067	6,241	8,730	6,465	6,884	26,681	6,158	4,156	3,308	4,352
Other outside income	28,523	9,722	20,306	14,650	47,345	17,708	27,355	14,920	21,755	14,606	18,886
Proportion with income from own institution other than basic pay	15%	26%	20%	21%	11%	28%	—	15%	12%	33%	19%
Average earnings	$2,798	$2,038	$2,363	—	—	—	—	$2,679	—	—	$2,260
Proportion with income from outside consulting	34%	38%	35%	43%	44%	48%	59%	40%	46%	43%	25%
Average earnings	$23,632	$10,809	$17,664	$20,341	—	—	—	$15,540	$9,128	$7,737	$17,343
Proportion with other outside income	78%	56%	68%	48%	71%	55%	—	65%	69%	70%	70%
Average earnings	$36,463	$17,453	$29,695	$30,405	$66,831	$32,487	—	$23,061	$31,493	$20,946	$26,869

Note: The statistics are based on a 1988 survey of 11,013 faculty members at 480 colleges and universities. The response rate to the survey was 76 per cent. The figures cover faculty members who had at least some regular instructional duties in for-credit programs in the fall of 1987. They include only full-time and part-time "regular" faculty members, and exclude adjunct, visiting, and other "temporary" professors. A dash indicates insufficient data. Details may not add to totals because of rounding. The tables do not provide information about private two-year colleges because the sample size was too small for reliable estimates; responses of faculty members from those institutions are included in the totals.

[1] Includes the category of "other" institutions, which is not shown separately.

[2] These institutions award substantial numbers of doctorates in many fields and are among the top 100 institutions in federal research funds.

[3] These institutions offer doctorates in at least three fields but receive less federal research money than do research universities. This category includes medical schools.

[4] These institutions offer liberal-arts and professional programs. The master's degree is the highest degree offered.

[5] Includes professional-development activities, work with student organizations, outside consulting, paid or volunteer community-service work, and other employment.

SOURCE: U.S. DEPARTMENT OF EDUCATION